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CONNECTICUT
State Normal School
DANBURY



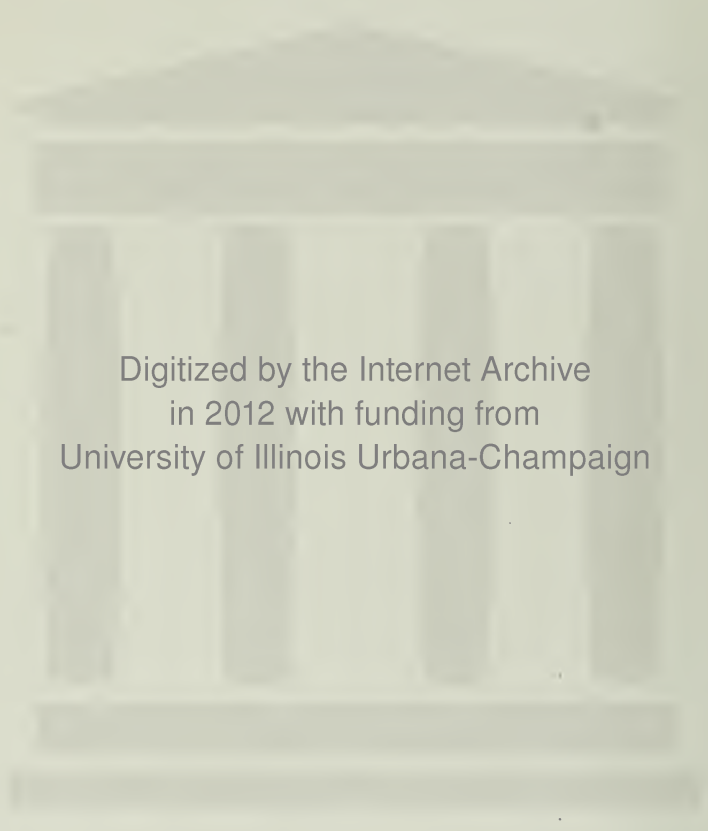
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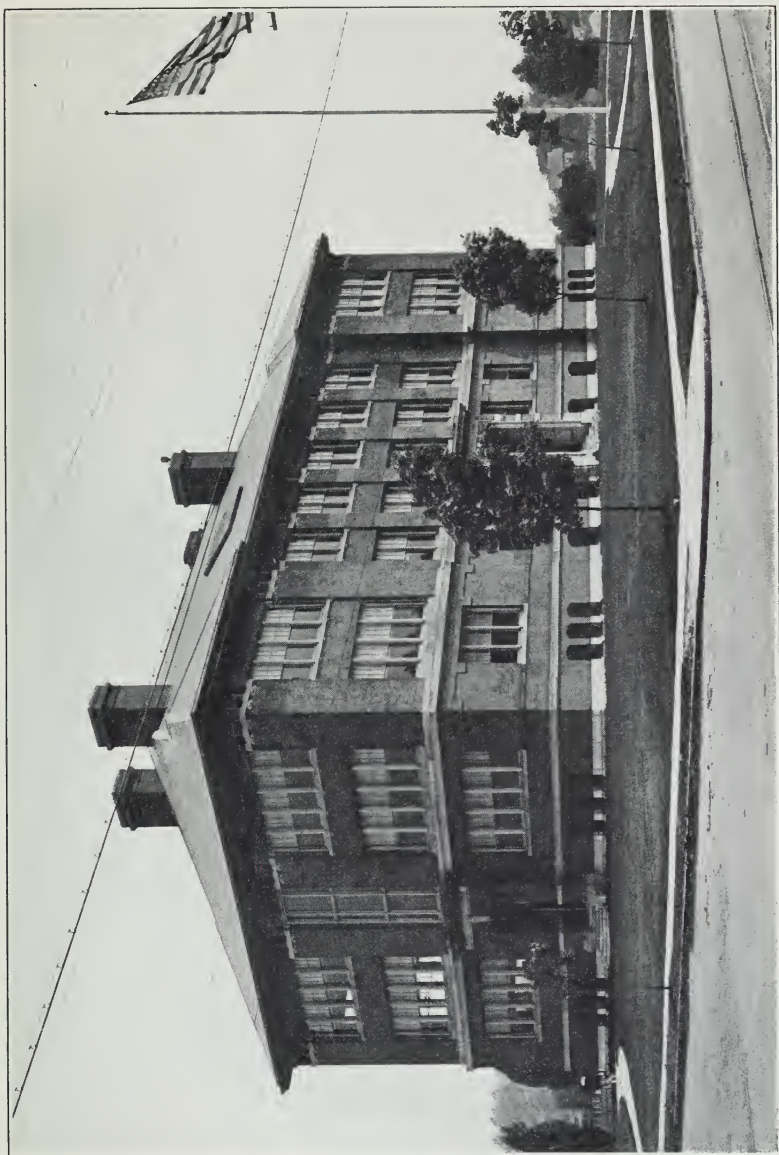
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NORMAL SCHOOL BUILDING

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State Board of Education

1918

MARCUS H HOLCOMB	<i>Governor</i>	.	.	Southington
CLIFFORD B WILSON	<i>Lieut-Governor</i>	.		Bridgeport
CHARLES F SMITH	.	.	.	New Britain
HOWELL CHENEY	.	.	.	South Manchester
EDWARD D ROBBINS	.	.	.	New Haven
DR JOHN G STANTON	.	.	.	New London
SCHUYLER MERRITT	.	.	.	Stamford

OFFICES

Room 42 Capitol Hartford Conn

CHARLES D HINE	Secretary	.	.	Hartford
HENRY C MORRISON	Assistant Secretary			Middletown

CALENDAR

1918-1919

1918

4	September	Wednesday	School year begins
28	November	Thursday	Recess begins
2	December	Monday	Recess ends
20	December	Friday	First term ends
30	December	Monday	Second term begins

1919

1	January	Wednesday	New Year's Day
12	February	Wednesday	Lincoln's Birthday
28	March	Friday	Second term ends
31	March	Monday	Third term begins
17	April	Thursday	Easter recess begins
21	April	Monday	Easter recess ends
30	May	Friday	Memorial Day
20	June	Friday	Third term closes
7	July	Monday	Summer term begins
15	August	Friday	Summer term closes
3	September	Wednesday	Fall term begins

TEACHERS

NORMAL SCHOOL

JOHN R PERKINS	20 Terrace
<i>Principal</i>	
LOTHROP D HIGGINS	5 Harmony
<i>Psychology and pedagogy</i>	
MARTHA L COWAN	190 White
<i>Director of training; school organization and management</i>	
AMY W GAINES	8 Harmony
<i>Methodology of history, geography, civics, writing, arithmetic</i>	
HELEN E M DWENGER	10 Chapel pl
<i>Sewing and drawing</i>	
ELIZABETH HANLY	404 Main
<i>Methodology of reading, spelling, composition, grammar</i>	
FREDERICK H BLODGETT	White
<i>Agriculture and general science</i>	
STEPHEN C CLEMENT	62 Division
<i>Sociology, school sanitation and hygiene, tests and measurements</i>	
LEILA E BROUGHTON	190 White
<i>Physical education and hygiene, music</i>	
ELSIE F BEERS	11 Harmony
<i>Clerk</i>	
ELIZABETH GILLIES	12 Ninth av
<i>Librarian; correspondence department</i>	

TRAINING SCHOOLS

*HANSINE D WIEDL	13 Delay
<i>Seventh grade</i>	
ANNIE D KYLE	Bethel
<i>Seventh grade; principal Locust Avenue School</i>	
M LOUISE TRIESCHMANN	248 White
<i>Second grade</i>	
KATHARINE A MORRIS	190 White
<i>First grade</i>	

* Died October 1918

HELEN B HAWLEY . <i>Fifth grade</i>	. . . . .	51 Maple av
ALICE M MEAD . <i>Seventh grade</i>	. . . . .	63 Jefferson av
ANNA E SCOLLIN . <i>Fourth grade</i>	. . . . .	8 Comstock
ANNA B MEANEY . <i>Third grade</i>	. . . . .	89 Town Hill av
IRENE D ALLEN . <i>First grade</i>	. . . . .	47 Washington av
MAY A SHERWOOD . <i>Sixth grade</i>	. . . . .	New Milford
ANNA E KEATING . <i>Second grade</i>	. . . . .	47 State
MARGARET F LYNCH . <i>Third grade</i>	. . . . .	19 South
HELEN F DARAGAN . <i>First grade</i>	. . . . .	1 Deer Hill
DOROTHY E DWENGER . <i>Fifth grade</i>	. . . . .	10 Chapel pl
LILLIAN F ANDREWS . <i>Third grade</i>	. . . . .	22 Montgomery
MARIE C COLEMAN . <i>First grade</i>	. . . . .	71 South
ANNETA MONROE . <i>Sixth grade</i>	. . . . .	100 North
BESSIE J MACKENZIE <i>Principal Balmforth Avenue School</i>	. . . . .	33 Farview av
MARGUERITE WHEELER . <i>Kindergarten</i>	. . . . .	Bethel
RUTH WILKINS . <i>Sherman</i>	. . . . .	Sherman
MARY V HOULIHAN . <i>Miry Brook</i>	. . . . .	190 White
ELLA ANDERSON . <i>First grade</i>	. . . . .	60 Franklin
ISABEL HUBER . <i>First grade</i>	. . . . .	25 Wooster

INEZ POLLARD	48 Farview av
<i>Eighth grade</i>	
MARGARET REED	11 Robinson av
<i>Second grade</i>	
MARIAN BRADLEY	190 White
<i>General substitute</i>	
BESSIE M HATCH	Padanaram rd
<i>Sixth grade</i>	
A JEAN BROWN	190 White
<i>Fourth grade</i>	
<hr/>	
WINFIELD S PEASE	246 White
<i>Engineer</i>	
HOWARD C DURGY	12 Balmforth av
<i>Janitor</i>	



ASSEMBLY ROOM

THE SCHOOL

PURPOSE

This school was established by statute of the state for the purpose of "training teachers in the art of instructing and governing in the public schools of this state."

In carrying out this purpose it is the constant aim of the school to try to advance the cause of education by maintaining a progressive attitude in its faculty and seeking to cultivate in its students ideals of faithful service.

So far as the work is based upon public school subjects they are those of the elementary schools; but the school offers much, in both professional instruction and training, that makes its diploma valuable also to high school teachers. In its summer session, one department offers a six weeks' course specifically for high school teachers in special subjects.

EQUIPMENT

The normal school building is a thoroughly modern structure having a capacity of two hundred students. Class rooms are furnished with individual desks for the members of the school. An extensive library supplies all text books as well as books of reference and magazines. There are laboratories for work in physics and chemistry, and the school is equipped with a projection lantern and various scientific material. Excellent provision is made also for work in drawing and sewing. A gymnasium provides opportunity for instruction in games and folk dancing, as well as basket ball and other indoor exercise.

The present dormitory offers accommodation for but twenty students. It is a half minute's walk from the main school building. A large plot of land adjoining the normal school grounds has been bought by the state for a dormitory site.

TRAINING SCHOOLS

Twenty-seven public school rooms are under normal school management for use as training schools for students. These include the whole fourteen-room building of Balmforth Avenue school and the eight-room building of Locust Avenue school; also the primary room at White Street school and one primary room at New Street school. Two rural schools, one at Miry Brook and one at Sherman Center, offer opportunity for training under actual country school conditions. A kindergarten is maintained in one room of the normal school building.

Excepting the kindergarten and the rural school in Sherman, all of these are regular public schools in the town of Danbury. By contract with the state the town furnishes the buildings, heat, and janitor service, and contributes to the cost of supplies for children at an annual rate of fifty cents per pupil. The state, through the normal school officers, assumes the entire management of the schools, pays for books and supplies to pupils in excess of the sum stated above, and agrees to maintain a standard of schools as high as of those under town management. Teachers are engaged by the normal school officers, and receive from the town a salary equal to the average that it pays in that grade. The state pays each teacher an additional sum.

The work of these schools is under the immediate supervision of a director of training, who is also the instructor in school management at the normal school. Each room in the training schools is regularly in charge of one teacher, who also serves as instructor in teaching and management to the one or two students temporarily assigned to her room.

LOCATION

Danbury is on the western border of Connecticut. Being an industrial city of twenty thousand, and the center of an extensive

farming region, it is able to supply the ordinary needs of those who attend the school. Its situation among low wooded hills makes it healthful and attractive to those who care for the delights of fields and woods.

Railway lines run directly to Danbury from South Norwalk, Canaan and New Milford, Hartford via Waterbury, and Litchfield. Connections from New Haven and Bridgeport by the Berkshire line can be made at Hawleyville or Brookfield Junction.

The school property is located on White street, about five minutes walk from the railroad station and on the street railway line.

THE CURRICULUM

Candidates for graduation must successfully complete the equivalent of two years' work of thirty-six weeks each. This may be done wholly during the usual "school years" from September to June, or in part at the summer sessions as set forth on page 31.

NATURE OF THE WORK

The work includes courses of instruction in education and school management, in the methods of teaching the usual elementary school subjects, and in the content of a few school subjects in which students generally are not well grounded. Members of both senior and junior classes also receive training in the art of teaching and managing a school.

The maturity of the students and the serious purpose of the school call for standards of requirement equal to those of the first two years of college. Such work as is done in common school subjects is technical instruction in the philosophy and methods of teaching them. With very little exception the content of these elementary subjects is not taught, and students are assumed either to know it or to be able to post themselves without help.

SYLLABUS

The following syllabus, adopted by the state board of education is the basis on which the work of the school is planned.

Psychology and Pedagogy

- (1) General educational psychology
 - (a) Elementary survey of normal mental processes
 - (b) The Educative Process
- (2) Psychology of special subjects
 - (a) Reading
 - (b) Writing
 - (c) Arithmetic
 - (d) Spelling: Mainly a study of visual, auditory, motor, and vocal imagery

(3) Psychology of mental defectives

Speech defects

Hearing and vision tests

Intended only to make teachers intelligent about the nature of common mental and sensory defects as found in the schoolroom. Not intended as training for institutional treatment.

School Sanitation and Hygiene

1 The characteristics of a sanitary building or schoolroom: location, light, heat and ventilation, furniture, wardrobes, closets, entries, urinals,—as applied to different types of buildings.

2 The health of the school child. By this is not meant methodology in hygiene teaching, but rather the teacher's duties to the children from the health standpoint, such as care of school children's teeth, getting them clean, control of head and scalp, posture, signs of common infectious diseases, attitude toward poorly nourished and anaemic children.

3 Technique of teacher's duties in medical inspection.

Routine of inspection, examinations, forms, notifications, follow-up: duties of school physician, of school nurse, teacher's relation to each.

Physical Education

(1) Physical care of students, and gymnasium

This will involve the employment of a competently trained physical director who should be instructed with the formulation of a course and procedure.

(2) Principles of physical education and methodology with children

This will involve the formulation of a course broad enough to meet all conditions in the state, and this formulation will have to be deferred until a director is found. A director for inspectorial and promotional purposes may later be attached to the state office.

School Organization and Management

(1) General schoolroom management

Organization of room, keeping the register (each girl should keep a register), principles underlying time-table construction, care of books, supplies, control of recess period, control of noon-hour.

(2) Discipline

Attitude of teacher to pupils; real meaning of behavior of pupils at different ages: theory of punishments and penalties

(3) The recitation

Legitimate use of recitation, organization of material of different courses for study purposes, the deferred and written recitations, "Batavia" work

Technique of supervised study.

(4) Tests and measurements

Purpose and use of measurements, limitations, practice in manipulation of all existing tests and recording and interpreting results. Pedagogical diagnosis. Simple frequency surfaces and use in disclosing to teacher pedagogical situations.

Sociology

(1) Social institutions and the place and function of each in modern society.

(2) Social pathology as applied to juveniles,—dependent, defective and delinquent children. Common causes lying behind dependency, deficiency, and delinquency in children. What the teacher can do in managing cases. Conn. Laws and institutions for dealing with the problem.

(3) Racial elements in the public schools and problems arising therefrom.

Chief racial components of Connecticut population. History lying behind each immigration. Characteristics of each racial group. Peculiar problems which each group has to meet.

Methodology

Reading, writing, spelling, composition, grammar.

Arithmetic, hygiene, physical education.

Physiology

Geography, history, civics.

Nature study and elementary science.

Music.

Drawing.

Practice teaching: 18 weeks.

Academic

Academic instruction to be limited to those subjects in which there is at present no regular high school preparation. These will include:

Nature study and elementary science for those students who have not had them in high school: 36 weeks.

Music: 36 weeks.

Drawing: 36 weeks.

PLAN OF WORK

Junior Year

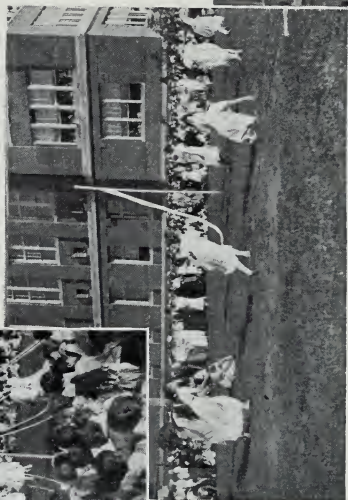
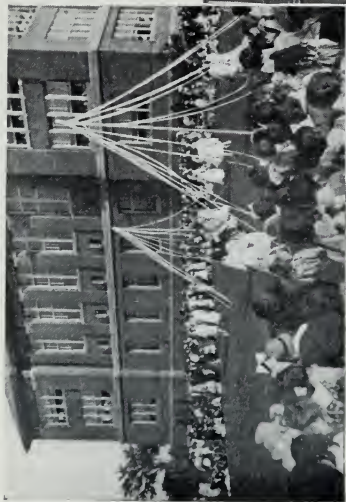
Observation and teaching	half day	12 weeks
Education	3 periods	30 "
Elementary science	3 "	30 "
Reading	2 "	15 "
Spelling	2 "	15 "
Arithmetic	2 "	15 "
Language	2 "	15 "
Literature and grammar	3 "	30 "
History	3 "	15 "
Geography	3 "	15 "
Music	2 "	30 "
Physical education	2 "	30 "
Drawing	2 "	30 "
Hygiene	1 period	30 "
Penmanship	1 "	30 "
Sewing	1 "	30 "

Senior Year

Observation and teaching	whole day	12 weeks
Education	3 periods	24 "
School management	2 "	24 "
Sociology	2 "	24 "
Nature study and agriculture	3 "	24 "
Physical education and games	2 "	24 "
Music	2 "	24 "
Drawing	2 "	24 "
Sewing	2 "	24 "
School law and civics	1 period	24 "
School sanitation	1 "	24 "
Directed reading	1 "	24 "
Public speaking	1 "	24 "

TRAINING

Training in teaching and managing children under actual schoolroom conditions forms a very important part of the normal



MAYPOLE DANCES

school course. Each student spends an aggregate of one-half year's full time in the training schools. This course is divided into five periods of one full month each. Three of these periods are scattered through the senior year, and the other two are divided among four months of half days in the junior year, as shown in the following schedule:

Training School Schedule

SEPT.	OCT.	NOV.	DEC.	JAN.	
Junior A	Senior A	Senior B	Junior B	Senior A	A.M.
Junior B	Senior A	Senior B	Junior A	Senior A	P.M.
FEB.	MAR.	APR.	MAY	JUNE	
Senior B	Junior A	Senior A	Senior B	Junior B	A.M.
Senior B	Junior B	Senior A	Senior B	Junior A	P.M.

This schedule will be in operation after this year. Owing to changes in the general curriculum some irregularities now prevail. Division A of the senior class includes the first half of the class alphabetically. Of the junior class, division A at present includes those in residence here and B those who commute; so far as practicable the class will be divided on this basis.

The work of each training period is planned to focus the student's attention upon one phase of teaching or management. In the first period the student gives particular attention to the physical surroundings, the welfare of pupils, and a study of the pupils' individual needs; in the second period emphasis is on the lesson planning, with preparation of illustrative materials for use in teaching, arrangement of blackboard work, etc.; in the third, planning for work of the pupils during study hours and checking accomplishment, learning the place and value of individual instruction in methods of study, and a study of recreation periods; fourth, construction of a daily plan sheet showing the ground to be covered in

each subject, with due reference to the needs of the class and in accordance with requirements outlined in the course of study; fifth, preparation of each day's work as if the entire responsibility for the room were the student's.

Each student spends a portion of every day in observing classes taught by the teacher in charge of the room. A report of one or more of these classes is submitted to the teacher at the close of the day. This report states the purpose of the lesson and the steps taken in accomplishing the purpose, together with notes on special features which the student may have been asked to look for—such as method of gaining attention, activities of pupils, etc.

The amount of teaching done by the students is gradually increased as they gain experience. In the first training period their average teaching is twenty minutes daily; in the second forty minutes; in the third period fifty minutes plus one continuous quarter of a day toward the end; in the fourth, one hour plus one full half day; and in the final period, after the first week the student must be ready to take entire charge of the room at any moment and continue it indefinitely.

The teaching of the first training period is wholly of small groups. In the second period the student teaches first one and later two classes daily, for which she is required to prepare detailed plans. For the third, one of the assigned lessons is planned in detail and the others in the form of outlines. In the fourth period rather full outlines are made for several lessons, and in the fifth a teacher's plan sheet is prepared for each day.

In the early part of training the student is made responsible for the care of physical surroundings in the class room—for ventilation and temperature regulation, care of materials, arrangement of

blackboard work, etc. As the amount of teaching is increased, other duties are accordingly diminished.

Toward the end of each day the student has a brief conference with her training teacher, in which she receives such notes on her work through the day as will enable her to improve or strengthen it in the future. She is also given opportunity to inquire about any phase of the work which she does not clearly understand.

By arrangement of the training periods at intervals throughout the two years' normal course it is intended that class-room study and practical experience shall stimulate and supplement each other to the advantage of both. Every student is able to gain experience in at least four representative grades and under different teachers. Each has two weeks training in one of the rural schools.

COURSES OF STUDY

EDUCATION COURSES

EDUCATIONAL PSYCHOLOGY

Twelve Weeks

The first course in education is based upon the growth and education of the nervous system. Its purpose is to give definite ideas of the mechanism of human behavior with reference to its capacities for education.

Each student is expected to acquire ability to use the terms and express the ideas of elementary psychology, and to get clear meanings from the simpler books in the subject.

THE EDUCATIVE PROCESS

Eighteen Weeks

This is a course in the principles of education as applied in teaching and managing school children. It is based upon the course in elementary psychology. The purpose is to teach how the pupils' capacities for education may be utilized and directed, what objectives should guide the teacher's work, and how results may be measured.

Students are expected to be able to state some educational principles clearly, to show how these are applied in school work, and to give evidence of increasing ability to get accurate meanings from educational literature.

PSYCHOLOGY OF ELEMENTARY SUBJECTS

Six Weeks

The purpose of this course is to teach the psychological principles that underlie the methods of teaching elementary subjects,

particularly reading, arithmetic, and spelling. The course is given in the junior year immediately after Education I, as the students are at that time studying the methodology of these subjects in both normal and training departments.

EDUCATIONAL SYSTEMS

Nine Weeks

This course is designed to impart some knowledge of present-day educational systems that are familiar in name, and of those men and methods of the past that have had some bearing upon public schools of to-day. Its aim is to stimulate the teachers' professional interest in their work, and especially to lay the foundation for their own progress in sympathy with that of educational methods.

The students are expected to be able to state the notable features of each system considered, and also to form and state ideas of their own regarding their value.

PSYCHOLOGY OF DEFICIENTS

Six Weeks

Defects of hearing, vision, speech, and mentality are considered. The objects of this work are to instruct teachers in what sorts of deficiencies to look for, what signs may indicate these, and what they should do when suspected cases come to their attention. Methods of determining deficiency are discussed, and ways of dealing with such deficient children as must remain in regular classes of normal pupils.

EDUCATIONAL READING

Three Weeks

Throughout their courses in education students are expected to gain familiarity with the names and content of books and other literature of the subject. Assigned readings are required in a variety of sources. This brief course at the close of the senior year

aims to fix the students' attention upon familiarity with educational literature as a goal. Results of their previous reading are tested, and a few typical books are studied and discussed in class.

SCHOOL MANAGEMENT

The aim of this course is to prepare the student to successfully manage a school. This is accomplished first, by observation of and practice in the management of a particular room in one of the training schools, and second, by a study of the principles underlying efficient school management.

Among the topics studied are:

- the teacher's personality
- organization of the school
- playground management
- hygienic school room conditions
- school room decoration
- program of work
- place and value of routine
- keeping of records
- technique of class instruction
- use of standard tests
- order and discipline
- co-operation with parents
- extra school activities
- community interests
- professional ethics

METHODOLOGY

Thirty-six Weeks

The purpose of this course is to organize the subject matter of history, reading, writing, geography, and arithmetic, and to present the best methods of teaching these subjects in the primary, intermediate, and grammar grades.

In addition to the class work in the normal school, lessons are given in the model schools demonstrating the methods under discussion.

LITERATURE

This course aims to make the prospective teacher familiar with the literature used in the grades, aware of its particular value, and adept in its presentation. In connection with the work of the upper grades the student is expected to acquire a real appreciation not only of the specific selection but of the author and his place in literature. The work is taught not for its own sake alone but for its power to enrich and interpret life. Emphasis, therefore, is laid upon that which is of permanent worth in form and content.

Incorporated in the literature course are a course in public speaking and one in directed reading. The public speaking course aims to develop: adequate oral and written reproduction of material from outside sources; story-telling technique; and rapid accurate judgment in choice of new material and adaptation of both new and old.

The directed reading aims to promote discrimination in the reading for both relaxation and information and familiarity with the work of contemporaries whose writings are of weight in the educational world.

LANGUAGE

In this course stress is laid upon fundamental ideals of language, —to cultivate a rich, flexible language fund and the ability to draw upon it at need and will. Material is drawn from other studies, language games used, force of imitation emphasized, and the dependence of every other study upon language is made conspicuous.

SCIENCE COURSES
ELEMENTARY SCIENCE

Twelve Weeks

Some elementary principles of physics are taught as a basis for science lessons in the higher elementary grades. The course deals largely with subject matter, followed by some study of methods of presenting science lessons. In general the subjects are chosen with reference to their bearing upon matters of common usefulness, from these major topics:

Common forces
Fluids
Heat
Sound
Light
Electricity

CHEMISTRY

Six Weeks

The purpose of the course is to familiarize students with the chemistry of such substances and processes as are common in everyday experience and important for us to know.

The substances discussed are air, water, foods, fuels, clothing materials, and products of the earth.

The processes discussed are oxidation, combustion, explosion, cleaning processes, fermentations.

NATURE STUDY

Eighteen Weeks

The work of the senior year is a course in nature study, designed to give teachers an interest in and a working knowledge of natural phenomena in their surroundings. Some attention is also paid to the need for informing them in certain matters of physical geography that are not usually understood by our students. The

subjects of the course include studies of the heavens; face of the earth; climate and weather; minerals and natural resources; plants, with particular reference to trees; animals—such as flies and mice—of which a general knowledge is desirable; and birds.

During this course each student is required to become familiar with approximately twenty trees, rocks, constellations, and birds. This they do largely on their own initiative, but tests are held at stated times.

AGRICULTURE

The work in agriculture is intended to give students a knowledge of some elementary principles of agriculture. The emphasis is rather upon the care of plants because some of the principles involved are so universally applicable. The purpose is to prepare teachers to give children an interest in the work of the farm and some useful knowledge.

The following topics are included in the course—

- Plant life
- Soil
- Care of trees
- Insect pests
- Plant diseases

SOCIOLOGY

The course is divided into five large topics.

1. Influences that effect the life of society in evolution; geographic; psycho-physical; social.
2. Social groups: differentiation of types; races; characteristics; nationalities in Connecticut population; institutions; needs; problems.
3. Social pathology;—causes, remedies, control; dependent, delinquent, deficient children: institutions and management of charities in Connecticut, Indiana, and European systems. Local sociological investigations.

4. Vital statistics:—immigration; illiteracy; poverty; pauperism, etc. Use of statistics in social progress and control.

5. Educational sociology:—Problems of citizen training; training for economic, social, cultural, and political life; ideals of democracy.

MUSIC

The course in music includes

1 a study of such elementary facts as should be known by those who teach music;

2 a survey of work for the eight grades with emphasis on method;

3 observation, discussion and practice in the teaching of rote songs;

4 chorus singing, to correlate with theory and grade work when possible;

5 acquaintance with standard music.

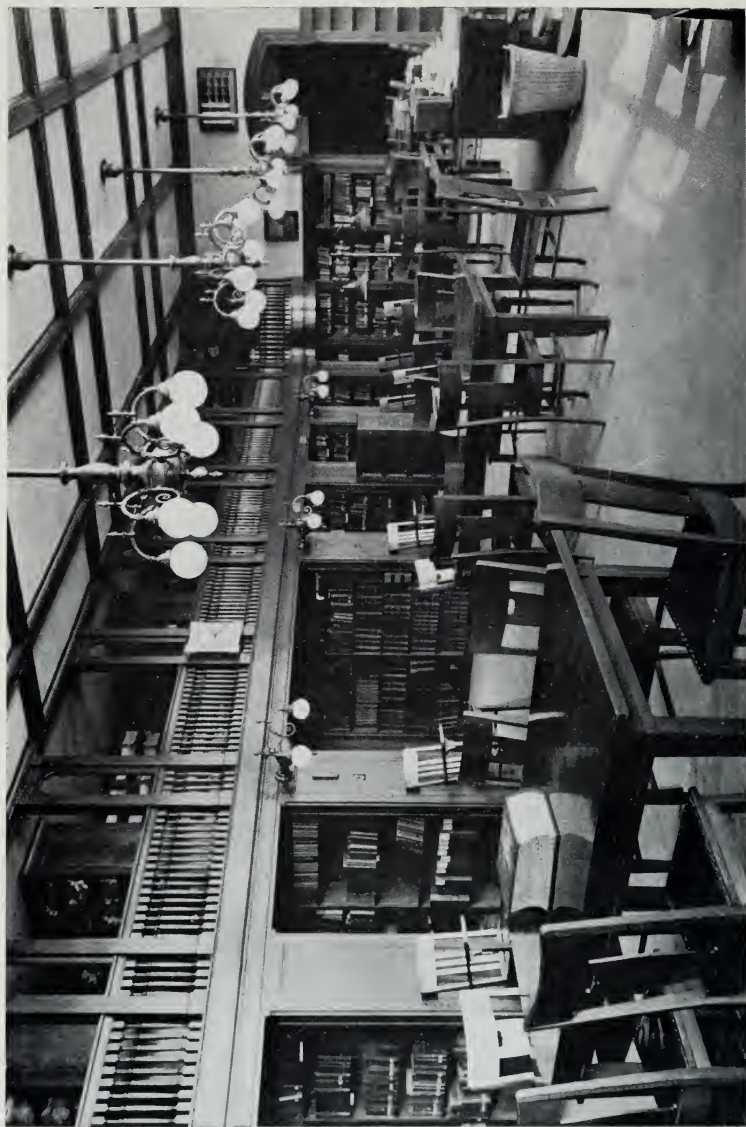
DRAWING 1

This course is intended to give instruction in the fundamental principles of drawing.

A. General training in the representation of objects in outline, mass, light and shade, in pencil, crayon, and color. The representation work covers fruits, vegetables, flowers, objects in perspective, pottery interiors, landscapes, animals and pose.

B. The work in mechanical drawing aims to teach measuring, accuracy, scale, printing, simple constructive drawing, maps, floor plans and working drawings, with the end in view that students shall be able to make and read working drawings.

LIBRARY



C. The work in design aims at an appreciation of color and line with the application and decorative aspects of flowers, nature and abstract units. Poster design and lettering also make up part of the course in design.

DRAWING 2

This course covers the methods of teaching drawing in the elementary schools. It includes

A. Study of the course in drawing for the state schools; interpretation; illustrating; and methods of teaching the lessons in the grades. Correlation, construction, paper cutting and drawing for the primary grades; drawing, mechanical drawing and design for the grammar grades.

B. Blackboard drawing;—plain explanatory drawing as a necessary means of expression in the work of the teacher.

C. The course in art history aims at an appreciation and familiarity with the fine things in any craft from architecture to painting. Special emphasis is given to picture study. A visit to the Metropolitan Museum of Art in New York city is planned at the close of the course.

SEWING 1

The course in plain sewing includes practice in hand and machine work with instruction in the use of commercial patterns and practice in making simple garments. At least three projects must be complete during the Junior year. These have been planned, for this year, to meet the requisitions for refugee garments, and have included baby garments, children's dresses, and women's skirts.

SEWING 2

A more advanced course is planned to meet the needs of the teacher in the elementary schools. It deals with the organization and methods of teaching sewing for varying conditions of school

systems. This course includes the study of textiles, production, manufacture, identification and use. The advanced garment making includes at least three finished problems, which may be a shirt waist, and dresses of light cotton materials, or serge skirts.

THE SCHOOL YEAR

The normal school is in session the entire year except for brief recesses between terms. The traditional year begins in September and ends in June. It includes thirty-six full weeks of five days each, making the total length somewhat more than thirty-six calendar weeks. Students regularly complete the course in two such years.

Beginning this year the school has endeavored to provide for those who wish to shorten their course, by maintaining a summer term of its regular school work. This term begins with the usual summer school (page 40) and covers six weeks. By having longer hours for classes and making the work intensive, it is possible to allow credit for this work equivalent to nine weeks of the usual school year. Students entering in September and continuing through this summer term may be able to complete their work nine weeks ahead of the regular class—that is, early in April.

Students desiring to further economize their time may enter the school at the beginning of its summer term in July, and continue through the course without the usual vacation. These students will do the work of the second summer term and may be entitled to diplomas at the end of the first semester of the senior year, about February first.

It is important that those desiring to enter in July should notify the principal as early as possible, and not later than June 15. Classes will not be formed in July unless the number of applicants is sufficient to warrant it.

ADMISSION

The privileges of the school are open to all persons of suitable character and over sixteen years of age, who declare their serious intent to teach in the public schools of Connecticut, and who satisfy any one of the conditions enumerated below.

1. Graduates of four year courses in Connecticut high schools who have attained an average rank of at least 75% on a passing mark of 70% are admitted on the certificate of the high school principal. This rank is equivalent to 66.6% on a passing mark of 60%, 70.84% on a passing mark of 65%, and 79.16% on a passing mark of 75%.

2 Graduates of four year courses in Connecticut high schools who have not attained the rank stated above, may be admitted on passing an examination prepared by the principals of all Connecticut normal schools acting as a board.

These examinations will be held at each of the four normal schools on June 16 and September 2. The June examination may also be given at any high school in the state upon application to the principal of the normal school at least one week before the date stated.

Candidates must offer ten units, in subjects as set forth below. A unit represents one year's study of the subject in a secondary school—approximately one-quarter of a year's work. The subjects and values are as follows:

English literature and composition, required	3 units
The remaining seven units are to be chosen from these:	
Algebra	1 unit
Geometry	1 unit
Physics	1 unit
Chemistry	1 unit
Domestic science or manual training	1 unit
Bookkeeping	1 unit
History	1 or 2 units
Stenography	1 or 2 units
French	2 or 3 units

German	2 or 3 units
Latin	2 or 4 units
Drawing	$\frac{1}{2}$ or 1 unit
Biology, botany, or zoology	$\frac{1}{2}$ or 1 unit
Physical geography	$\frac{1}{2}$ or 1 unit
Physiology and hygiene	$\frac{1}{2}$ or 1 unit
Commercial geography	$\frac{1}{2}$ or 1 unit
Arithmetic	$\frac{1}{2}$ or 1 unit

3 Teachers are admitted upon presentation of a Connecticut state teachers certificate.

4 Teachers are admitted upon satisfactory evidence of two year's successful teaching.

INTENT TO TEACH

Particular attention is called to the requirement that all applicants for admission sign a written statement of their intention to teach in the public schools of this state. It is undesirable that any shall accept the privileges of the school who do not feel that they are working for this specific object.

TIME OF ENTRANCE

Classes are organized at the beginning of the first term in September, and at the opening of the summer term in July if the minimum number of candidates appear (see page 31).

APPLICATION FOR ADMISSION

It is desirable that all who hope to enter the school should make application to the principal in advance, stating the conditions for entrance that they expect to satisfy.

It is especially important that those who expect to enter the school at its summer term in July should make application to the principal not later than June 15. Failure to do this may result in the applicant's being refused admission at that time.

SPECIAL STUDENTS

Persons who are properly qualified are occasionally admitted as special students in certain subjects or departments of the school. No comprehensive statement can be made in regard to this, as each case must be separately considered. Those who desire to do such special work should communicate with the principal.

GENERAL INFORMATION

EXPENSES

The school makes no charge for tuition, laboratory fees, or the use of books. All text books are provided by the school. Aside from living expenses and travel, students have only the slight incidental costs of note books, pencils, etc.

Board and lodging at the dormitory are furnished at actual cost of maintenance. It is necessary at present to ask \$7.00 per week, with a reduction for absence at week ends on the basis of fifteen cents per meal. It is possible to get accommodation in private houses at rates from \$6.50 to \$10.00.

LIVING ARRANGEMENTS

The dormitory is a new building, equipped with modern facilities. Unfortunately it can accommodate but twenty students. Most of the boarding places are with families who can provide for a small number of students. These are located in all parts of the city. The minimum cost given above applies to cases where two or three occupy a room and forego some conveniences.

It is of course important to arrange for lodging in advance of coming if possible. Those who would like help in the matter should address the principal, stating as nearly as possible what sort of accommodation they desire. The map of Danbury, included with this catalogue, may be useful.

NON-RESIDENCE

Daily travel from a distance is wasteful and is sure to interfere with the performance of a student's best work. It is earnestly desired that members of the school shall arrange to live in Danbury if possible. Lack of dormitory facilities prevents this being made a requirement. It is required, however, that during their periods of

training all students shall observe the hours of attendance (8.15 a.m. to 4.30 p.m.) absolutely, and this makes commuting impracticable. All students who plan to commute should consult the training schedule on page 19.

SCHOLARSHIPS

An act of the state legislature, intended to secure trained teachers for the smaller towns, provides scholarships whereby certain students may receive from the state the sum of \$150 annually, to be applied toward living expenses while at normal school. The conditions under which such a scholarship may be awarded are these :

The towns contemplated in the terms of this statute are those having an assessed valuation (set by the state board of equalization) of not over one and one-half millions.

Each of such towns may at all times be represented by one student in a normal school under the terms of this act.

The student must be recommended by the school board of such a town.

Such a student must agree to teach in one of the towns described by this statute for three years following graduation unless excused by the state board of education, except by repaying to the state the whole of such portion of the scholarship as they shall require.

The benefits of this scholarship shall be withdrawn from any student whose work or conduct at the school fails to meet the standards required by the faculty.

EMPLOYMENT

The school cannot guarantee employment to its graduates. Yet it may be said, as a matter of fact, that there has not been a year in its history when the demands upon the school for teachers were not more numerous than the members of the graduating class. Those of the class of 1918 went to positions where the salary for

beginners was usually about \$600. A few received more. Teachers salaries will probably rise higher in the near future.

SERVICE TO ALUMNAE

A graduate record is kept, as completely as the graduates make possible, by means of a questionnaire. The objects of this are to discover and if possible meet the professional needs of the alumnae who are teaching, and indirectly to improve the work of the school and increase its influence along lines indicated by the answers received.

Use of the school library is extended to its graduates free of cost except that of returning the books. The privilege carries two months retention of any books useful in school work except large dictionaries and cyclopaedias. Any desired book that is not in the library and is approved by the school, will be bought.



SEWING FOR BELGIAN CHILDREN

NOTES

FOR STUDENTS AND PARENTS

THE WORK

The normal school is a professional school with a definite purpose; its students are assumed to know that purpose and to be here with intent to work for its accomplishment. They should come prepared to find methods and requirements that differ in some ways from those of their previous experience. It is expected that each student will try, from the outset, to do all her work faithfully—as is fitting in those who are soon to assume a teacher's responsibility for others.

STUDENT RESPONSIBILITY

Particularly students are asked to assume responsibility for their own welfare. They are expected to try and gauge their own work fairly and to confer with the several instructors from time to time, especially if they have any reason to doubt whether they are properly meeting requirements.

FITNESS FOR TEACHING

The faculty recognizes its inability to say who will and who will not make a good teacher. Hence it is our policy to give ample opportunity for demonstrating ability even to those who seem unpromising. Yet when the faculty as a whole becomes convinced that a student is essentially not qualified for the position of a public school teacher, the student is notified that she cannot be considered a candidate for a diploma, and may be asked to withdraw. This is regarded as but fair to the student, who may then direct her energies into more suitable channels.

REPORTS

A full report of her standing is given to each student in writing at the end of every semester. At such time the student will be

notified also if there is any change in her status as a regular candidate for a diploma.

Parents who have not seen the student's report by February 15 and July 1 are requested to confer with the principal of the school.

Students and parents are entitled to informal reports at any time and are invited to ask for them.

ATTENDANCE

Much of the work of school is of such a nature that it cannot be "made up" by the customary method of outside conferences. Absence from any part of the school work involves a loss of certain credits from the student's rank in that course. Special consideration is given by the faculty to cases of absence due to causes that meet their approval.

Students at the normal school are required to be in their appointed class rooms at 8.50 A.M. and 1.30 P.M. They are expected to remain in attendance and to be employed at school duties until 11.50 A.M. and 3.30 P.M., whether they have classes in session or not.

The hours for students in training are 8.15 to 12.00 A.M. and 1.10 to 4.30 P.M. A student who needs special help may be required by the training teacher to remain until 4.45. Outside preparation of work which the average student can satisfactorily complete in two hours is required. Any student who is unable to complete her daily work in that time is expected to consult the director of training.

OUTSIDE REGULATIONS

Students who are living away from their homes are required to observe the same rules and regulations as govern life at the dormitory.

GYMNASIUM

Every student entering the school should be provided with a gymnasium costume, consisting of black gymnasium or tennis shoes, black stockings, black bloomers, and white middy blouse.

BULLETINS

Official announcements are posted on the bulletin board in the corridor on the first floor. Members of the school are expected to consult this daily.

STUDENT WELFARE

The principal is always glad to receive and confer with any student upon matters concerning their work or welfare as members of the school. In order to make such opportunity easily available, a committee of the faculty is appointed also for the purpose. The membership of this committee may be learned from the bulletin board or by application at the office.

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SUMMER SCHOOL

In order to make its plant as useful as possible the school has maintained a summer session nearly every year since 1907.

Originally this session constituted a four weeks' course for teachers and those who contemplated teaching without normal training. This has always been well attended and is still the largest department of the summer school.

During this summer school there have been also for several years a two weeks' session of the state supervisors of schools and a ten days' institute for librarians. The supervisors' meetings have been under the direction of Mr Charles D Hine, secretary of the state board of education, and the library institute has been in charge of the state inspector of public libraries.

Three new departments were established in the summer of 1918, each of which proved so successful that it will doubtless be continued. These were the regular summer term for normal school students (page 31), the department for high school teachers (page 43), and a department for teachers in evening schools for foreigners.

A folder giving details of the summer school is issued about the first of June. Those desiring information may perhaps find what they seek in the catalogue of the 1918 summer school, which will be sent on request.

OFFICERS OF THE SUMMER SCHOOL

1918

J R PERKINS Principal

INSTRUCTORS AND ASSISTANTS

Normal School Department

E S EVENDEN	Teachers College, Columbia University
<i>Education</i>	
AMY GAINES	Normal School Danbury
<i>Methodology</i>	
ELIZABETH HANLY	Normal School Danbury
<i>Methodology</i>	
ISABELLE MACKAY	Normal School Danbury
<i>Sociology</i>	

High School Department

MORTON SNYDER Director	Hartford
E S EVENDEN	Teachers College, Columbia University
<i>Education</i>	
WINFRED INGLIS	Newark Academy
<i>Algebra</i>	
MARY FRANCES MERRICK	Montclair High School
<i>French</i>	
LILLIAN R RUTLEDGE	New Haven High School
<i>English</i>	
H LESLIE SAWYER	Lebanon N H High school
<i>Science</i>	
ETHEL W WEBB	Teachers College, Columbia University
<i>History</i>	

Library Institute

BELLE HOLCOMB JOHNSON	Hartford
FRANCES HOBART	Cambridge Vt

Elementary Teachers' Course

LESLIE E ABBOTT	Danbury
<i>Agriculture</i>	
L K CHANCE	Watertown
<i>Arithmetic</i>	
H O CLOUGH	Hartford
<i>Geography and Current History</i>	

W S DAKIN	School Management	Hartford
ANNA STEWART FOX	Folk Dancing and Games	New York City
AMY W GAINES	Reading	Normal School Danbury
L T GARRISON	History	Willimantic
LOTHROP D HIGGINS	Hygiene	Normal School Danbury
HARRY HOUSTON	Penmanship	Normal School New Haven
ISABELLE MACKAY	Drawing and Sewing	Normal School Danbury
J L MEADER	English	Hartford
LEWIS S MILLS	Citizenship	Plainville
E W NEWTON	Music	Boston
HELEN S LEAVITT	Music	Boston
H LESLIE SAWYER	Science	Lebanon N H

Model School Department

MARTHA L COWAN	Director	Normal School Danbury
IRENE D ALLEN		Danbury
CLARA BEBEAU		Putnam
MARIE C COLEMAN		Danbury
HELEN F DARAGAN		Danbury
MARY VIRGINIA HOULIHAN		Danbury
ISABEL HUBER		Danbury
ANNA E KEATING		Danbury
MARGARET F LYNCH		Danbury
ALICE M MEAD		Danbury
ANNETA MONROE		Danbury
KATHARINE A MORRIS		Danbury
ELLEN E OLSON		Danbury
JESSIE K TORRACA		Danbury
MARGUERITE WALSH		Danbury
HANSINE D WIEDL		Danbury
MARGUERITE E WHEELER	Kindergarten	Danbury

Evening School Department

SAMUEL J BROWN	Hartford
A N POTTER	Willimantic

HIGH SCHOOL TEACHERS

This school has long felt that the work of state normal schools should include provision for the preparation of high school teachers. Its courses of professional instruction and the opportunity for experience with pupils under the supervision of competent teachers, make its two-year course equal in value to the first two years of college for those who contemplate high school teaching.

Several institutions of college grade at present accept the diploma of this school as the equivalent of two years' work toward certain of their degrees. Columbia, Brown, and Boston universities, and the University of Maine will thus allow credit for two years' work under certain conditions. We look forward with confidence to the time when Connecticut normal schools will be on a four-year basis and grant degrees. At present there is no better preparation for high school teaching than the two-year professional course at normal school followed by two years of special subjects at one of the universities named above.

This school is now making special provision for high school teachers in one department at the summer session. This department offers a six weeks' course for teachers in secondary school subjects, under instructors whose standing guarantees a high grade of work and whose experience assures the practical value of their courses. A circular describing this summer high school department will be sent on application.

OPPORTUNITY FOR TEACHERS

The best of teachers have always been drawn from the class of those who are moved by the high ideal of human service with no consideration of material compensation. Many who have never before thought of it have been aroused by the great deeds and sacrifices of a stricken world, to a desire that their own lives shall count for something of genuine worth. All thoughtful people must now as never before appreciate the important place of public education. Russia, where popular ignorance has led to colossal ruin and misery beyond all conception; Germany, whose system of public education, closely controlled by a few, made a nation so powerful in blindly doing the will of that few; and America with her free and equal schools, whose whole resources are gathered by the people's will in defense of world liberty: we cannot think of these without a new and deep respect for the place of public education. And as our schools have now borne fruit in an enlightened nation capable of meeting a great crisis, the need for their important work will by no means end with the coming of peace. There is no work in the world, in which women are employed for pay, that is more worthy of her own best effort and the respect of others than that of a public school teacher.

This school has never been able to supply the yearly demand for its graduates. The present shortage of teachers adds a note of duty to the call for those who would serve their country in the great work of educating its citizens. With a deeper realization by the public of the importance of our schools, which is even now beginning to show results, it is confidently believed that the appeal to those who would render service as teachers can be supplemented by the hope of material attractions.

STUDENTS

GRADUATES, 1918

name	address
Andersen Edythe Violet	Glenbrook
Anthes Mabel-Ann	Sandy Hook
*Anthes Viola Miller	Sandy Hook
Bale Clara Philomena	Hawleyville
Beecher Nona	Oxford
Belden Mary Sherman	Danbury
Biron Laura Alice	Waterbury
Bissell Marjorie Estelle	Danbury
Blackburne Anita Genivieve	Litchfield
Blakeslee Emma Mildred	Thomaston
*Blodgett Elizabeth Morrissey	Waterbury
Bolger Rosaline M	Waterbury
Bongiorno Marie V	New Milford
Byrons Edna Frances	Ridgebury
Callahan Margaret Alberta	Danbury
Carroll Margaret E	Bethel
Chard Isabella	Greenwich
Clarke Josephine	Torrington
Colgan Margaret Angela	Greenwich
Corbett Anna May	Danbury
Craw Helen Marie	South Norwalk
*Crotty Helen Angela	Danbury
*Crotty Isabel Rose	Danbury
Dillon Margaret Imelda	Waterbury
Donahue Katherine Thersa	Waterbury
Donnelly Irene Catherine	Stamford
Doran Esther Marie	Greenwich
Elam Laureda A	Glenbrook
*Fanning Mary Agnes	Hotchkissville
FitzSimmons Edythe	Greenwich
Gallagher Grace Helen	Danbury
Gallagher Hazel Veronica	Waterbury
Graf Margarete T	East Port Chester

*Diploma certificate

name	address
Greene Josephine Helen	Danbury
Hamlin Gertrude Pearl	Sharon
Hanna Grace Elizabeth	Bethel
Haugh Kathleene DeSales	Norwalk
Hayes Mary Elizabeth	Torrington
Hough Lillian Delia	Waterbury
Hugins Marian J	Canaan
Hynes Rose Mary	Stamford
Ivers Katherine Ursula	Glenbrook
*Jacot Eveline Jeanne	Sandy Hook
Jennings Mildred	Rowayton
Joselovsky Minnie	East Norwalk
Juengst Isabel Arnold	Danbury
Keane Anna Mildred	Danbury
Keane Mary Madeline	Sandy Hook
Keeler Ethel	Norwalk
Keiber Marguerite	Clinton
Kelleher Anna Ursula	Bell Haven
Kiely Helen Vera	Waterbury
Kinsella Mary Elizabeth	Norwalk
Lannen Mary Elizabeth	Waterbury
Larssen Helen Madeline	Stamford
Lawlor Anna Marie	Waterbury
Levy Irene Uella	New Milford
Little Eva May	Stamford
Lynch Mary Frances	Danbury
McCarthy Florence Marie	Danbury
McDonald Helen Rosemary	Waterbury
McNerney Margaret Clare	South Norwalk
MacEntee Esther Bernadette	Glenbrook
Mackay Jean	Mt Vernon N Y
Maher Marguerite H	Naugatuck
Main Mildred Cynthia	Norwalk
O'Donnell Catherine Cecilia	Waterbury
Olson Ellen Elizabeth	Danbury
Olson Ellen Sofia	Stamford

*Diploma certificate



ONE OF THE CLASS ROOMS

name	address
Perkins Lois	Cornwall Bridge
Pierce Julia Carolyn	Southbury
Porter Edna Ruth	Danbury
Ray Katherine	Waterbury
Riordan Dorothy Mildred	Waterbury
Scanlon Catherine Agnes	Sandy Hook
Schilt Lydia May	Portchester N Y
Seaburg Ida Virginia	Bethel
Seymour Helen Louise	Riverton
Shepard Katherine Anna	Waterbury
*Silva Suzanne Louise	Bridgeport
Skehan Winifred Bernadette	Waterbury
Smith Josephine Flower	Woodbury
Smith Margaret Esther	Riverside
Stagg Ethelwyn Martha	Danbury
Stearns Frances	Bethel
Torraca Jessie Kathryn	Danbury
Walsh Marguerite Dickens	Danbury
Walsh Martha Hardick	Danbury
Wilson Lois Emily	Danbury
Wright Edith	Danbury
*Zinser Alma Babette	Danbury

*Diploma certificate

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SENIORS

name	home address	Danbury address
Bailey Maud Tamar	Thomaston box 193	190 White
Beecher Bertha Marion	Redding	
Bennett Eleanor R	Brookfield box 8	121 Triangle
Boland Elizabeth	Ridgefield	15 Osborne
Boland Mary	Ridgefield	15 Osborne
Boland Mary H	Danbury 7 Foster	
Buell Alice Jennie	Ridgefield box 210	20 New
Carlucci Mary Carmell	Stamford R F D 28 (Cos Cob)	225 White
Clark Harriet	Cornwall (Litchfield)	190 White
Collins Frances R	Waterbury 52 Railroad Hill	121 Triangle
Corbett Margaret M	Danbury 11 Cherry	

name	home address	Danbury address
Darling Laura	Kent box 144	182 White
Derwin Estelle	Waterbury 7 Ridgewood	121 Triangle
Dick Bessie Lillian	Danbury Great Pasture rd	
Doran Blanche E	Waterbury 317 Hamilton av	238 White
Doyle Helen F	Greenwich North st	190 White
Egan Mayla	Danbury 121 South	
Fahey Clementine	Suffield	182 White
Flaherty Anna Mary	Waterbury 72 South Leonard	218 White
Foley Vera	Torrington 89 Pythian av	121 Triangle
Fuhrmann M Liddy	Greenwich 164 Railroad av	225 White
Gallagher Josephine	Danbury 22 Housman	
Gorman Gertrude J	Bethel 63 Grassy Plain	
Griffin Eleanor	Norwalk 10 Reed	85 West
Holmes Ruth Marion	Danbury 12 Foster	
Jouret Teresa Gertrude	Greenwich (Glenbrook)	18 Locust av
Kinner Carthene Starr	Danbury 36 Foster	
Leonard Marie G	Danbury 14 Stillman av	
MacNulty Marion	Danbury 18 Fairfield av	
McCormick Agnes Leona	Stamford 807 Main	
Meinke Lydia	Meriden 74 South Third	190 White
Nyberg Nellie	Naugatuck (Union City 24 City Hall av)	182 White
Pickett Marion Ruth	Danbury 40 Division	
Ryder Maud	Norwalk 7 North av	15 Osborne
Spellman Irene	Waterbury 380 West Main	42 Keeler
Throop Amelia A	Morris (Lakeside)	20 New
Watson Florence Lorraine	Torrington 108 Pearl	218 White
Wixted Edith E	Bethel Grassy Plain st	

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JUNIORS

Alley Inda D	Greenwich (Banskville N Y)	16 Locust av
Bolles Beatrice	New Milford	
Bridge May	Greenwich 33 Spring	16 Locust av
Chard Marthana	Greenwich	
Crane Josephine M	Stamford 20 Winthrop	
Doll Florence	Greenwich (Port Chester N Y)	225 White

name	home address	Danbury address
Doran Mildredth A	Waterbury 317 Hamilton av	238 White
Dunham S Ruth	Danbury 64 West Wooster	
Esther Durkin	Greenwich 36 Prospect	
Fagan Margaret E	Norwalk 6 Center av	
Fairchild Geraldyn	Bethel box 3	
Fuhrmann Helen K	Greenwich 164 Railroad av	225 White
Fulton Edna	Greenwich (Port Chester N Y R F D1)	190 White
Greene Mary Agnes	Danbury 8 Wilson	
Guerrera Leta	Waterbury 90 Scovill st	
Haug Ella	Greenwich (Sound Beach)	225 White
Hearst Josephine	Ridgefield R F D 45	
Hurlihe Teresa	Danbury 17 Mallory	
Johnson Emily	Greenwich 189 Connecticut av	190 White
Kessler Rebecca	South Norwalk 10 Clay	
Leland Marian E	Stamford 35 St George av	190 White
Light Alice Sophia	Ridgefield	
Livingstone Margaret M	Bethel R F D	
McCoy Genevieve	Danbury 30 Mountainville av	
McDonald Kathryn	Waterbury 429 Cooke	190 White
McGlynn Mary M	Ridgefield L box 13	
Moran Catharine Gertrude	Waterbury 935 East Main	
Mullins Katherine	Waterbury 110 South	
Mulrooney Mary C	Stamford 67 Sound View av	
Neuger Goldie	Darien	
Olson Edith Alfreda	Danbury box 19 R F D 3	
Phelan Esther	Waterbury 196 Hamilton av	
Riley Margaret V	Waterbury 75 South	
Rudder Beatrice	South Norwalk 108 South Main	
Sheridan Catherine	Waterbury 180 South Elm	
Singer Helen A	Danbury 13 Starr av	
Skasko Stephania	Danbury 01 Fairfield av	
Slauson Natalie	Rowayton box 78	
Smith Frances	Stamford 37 Limerick	
Sturdevant Helen	Danbury 89 Town Hill av	
Sweeney Irene B	Greenwich 35 Orchard pl	18 Locust av
Tanner Lucy E	Warren	218 White

name	home address	Danbury address
Thurner Marie Harriet	Bethel box 605	
Troy Mary M	Stamford 16 Frederick	
Weiss Grace	Stamford (Springdale)	
Whalen Mary	Waterbury 143 South	
Wilson Marjorie	Weston (Westport)	190 White
Young Antoinette M	Danbury 46 Maple av	

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SUMMER SCHOOL

NORMAL SCHOOL SECTION

name	town
Anthes Mabel A	Sandy Hook
Beecher Bertha M	Redding
Boland Elizabeth	Ridgefield
Boland Mary M	Ridgefield
Bolles Beatrice A	New Milford
Carlucci Mary C	Cos Cob
Carroll Marguerite	Bethel
Darling Laura	Kent
Davis Prudence M	Noank
Doyle Helen F	Greenwich
Egan Mayla	Danbury
Fisher Jessie M	Noroton Heights
Gallagher Josephine	Danbury
Hayes Mary E	Torrington
Kessler Rebecca	South Norwalk
Livingstone Margaret	Bethel
MacNulty Marion	Danbury
McCoy Genevieve	Danbury
Jouret Teresa	Greenwich
Ryder Maud	Norwalk
Sweeney Irene B	Greenwich
Wixted Julia	Bethel

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ELEMENTARY TEACHERS' SECTION

Allison Alice	Rockville
Anderson Esther J	Danbury
Archer Muriel E	Bethel
Ayer Lucie A	Norwich
Bailey Annie E	Columbia
Bailey Ivanette	Higganum
Baldwin Harriet C	Guilford
Bebeau Anna	Mechanicsville
Beckwith Mrs Wm H	Canton Center

name
Beebe Florence Novelle
Bieling Mary E
Billings Priscilla Alden
Bjornberg Helen Victoria
Blake Mrs Ella M
Blakeslee Marion E
Bourke Katharine T
Bowler Ruby R
Bradley Lillian J
Brown Doris M
Brown Eileen E
Browning Sibyl
Bruce Ethel Amy
Caffrey Margaret L
Candee Nellie A
Carlson Dora M
Carpenter Louise
Champion Miriam T
Cheney Ruth
Clark Laura D
Clemens Cora
Coe Beatrice
Colburn Mabel H
Coleman Alice C
Collins Grace A
Cone Gladys E
Creagh Esther M
Creamer Dorothy
Culhane Edith L
Cummings Mildred V
Davis Ethel M
Davis Marjorie Roberta
Dearden Alice N
Derenthal Elizabeth
Dombroski Clara
Donalds Jessie C
Downs Alta S

town
Hadlyme
Stonington
Woodstock
Danbury
Lebanon
Thomaston
West Willington
Thomaston
Winsted
Colchester
Jewett City
East Lyme
Killingly
Plymouth
Gaylordsville
Oneco
South Lyme
Danbury
Bloomfield
Phoenixville
Riverton
Stafford
Middletown
Danbury
Hadlyme
Bethel
Goshen
Danbury
Willimantic
Somers
New York City
Rockville
Madison
Norwich
Canaan
Bethany

name
Drumm Susan S
English Marguerite G
Enlund Ruth G
Fallon C Augusta
Fish Ada Mae
Flanagan M C
Flynn Katherine J
Foster Faith
Fowler Ruth E
Frederick Grace Louise
Frink Blanche
Frisbie Mildred E
Frizzell Mary E
Froidevaux Charlotte Louise
Gage Susan M
Ganly Irene
Geary Josephine
Gerard Anna M
Glazier Leta
Goetz Elisabeth
Goodwin Mildred A
Gray Marion C
Griswold Harriet R
Hanna Ruth
Hannan Edna
Hannan Marion J
Harris Adana G
Harris Lulu B
Havens Stella
Heilweil Sarah
Hohbein Ruby Marie
Holborn Olive C
Hopkins Rosella A
Horton Mary E
Houghtaling Cora
Ives Sylvia E
James Catherine A

town
Danbury
New Haven
Bridgeport
South Norwalk
New Milford
Danbury
Lakeville
Southwick
Clintonville
New Haven
Canaan
Westfield Mass
Roxbury
Collinsville
Danbury
Bethel
Danbury
South Manchester
Amherst Mass
Brookfield
Thompsonville
Hawleyville
Guilford
Bethel
Danbury
Danbury
Abington
New Canaan
Brooklyn
Colchester
Collinsville
East Hartland
Bridgeport
Pomfret Center
Chester
Litchfield
Hawleyville

name
Johnson Jennie M
Johnson Julia Mathilda
Johnson Margaret
Johnson Ruth Florn
Jones Margaret L
Jones Minnie A
Jouret May J
Katinas Lucy E
Keane B Cecilia
Keating Florence M
Kelley Celia A
Kelly Louise J
Kelley Mary E
Kelly Mary T
Keniston Hilma
Kiernan Catherine M
Klein Ethel Lounsbury
Knapp Esther
Korn Ruby
Lafleur Delvena
Lamb Helen May
Lathrop Eva
Lee Madeleine C
LeFebure Marjorie
Leonard Adelaide
Lillis Ella
Lindeburg Bessie
Linley Emma L
Linxweiler Joanna C
Lynch Josephine
McDowell Katherine
McGrath Nellie
McIntosh Florence May
McQuade Anna
Mackey Delphina
Maguire Louise F
Masinda Wilhelmina

town
Clinton
Pomfret Center
Collinsville
West Cornwall
Riverside
Eastford
Glenville
Granby
Sandy Hook
Danbury
Pomfret Center
Sandy Hook
Pomfret Center
Sandy Hook
Torrington
Lakeville
Mansfield Depot
Wethersfield
Granby
Chestnut Hill
Sharon
Rockville
Danbury
Collinsville
Bournedale Mass
Sandy Hook
South Norwalk
Bridgeport
Westport
New Milford
Bethel
Simsbury
Willimantic
Chaplin
Ellington
Danbury
West Willington



LECTURE ROOM

name
Maynard Marion
Migone Theresa
Miller Amy I
Minor Nellie B
Morgan Edna M
Morgan Mabel L
Murphy Anna G
Newport B B
Northrop Laura D
Northrop Marjorie S
Nourse Gladys Howard
O'Connor Mary J
Parker Doris V
Parker Eva
Pasani Jane M
Pease Nellie M
Perkins Gladys J
Peterson Edith
Pomeroy Blanche S
Potter Mary F
Prescott Blake Daniels
Prince Hazel M
Redding Nellie H
Reel Rosa E
Reidy Mary
Reynolds Harriet
Richardson Elsie May
Roberg Bernard
Roode Frances M
Root Elise
Ross Margaret J
Roy Irene E
Russ Blanche Rose
Ryan Sara C
Sabin Clara B
Schoeller Mary
Scovill Delia

town
Putnam
Bethel
Hartland
Roxbury
South Norwalk
Stepney Depot
Sandy Hook
Bethel
Danbury
Stepney Depot
Bridgeport
Colchester
Thomaston
East Lyme
Davisville R I
Tariffville
Litchfield
Thompson
New Milford
Putnam
Bethel
North Grosvenor-Dale
Bridgeport
Canaan
New London
Collinsville
Litchfield
Jewett City
Danbury
Southington
Collinsville
Pomfret Center
Torrington
Falls Village
Southbury
Woodbury

name	town
Sherman Vivian B	Danbury
Stevens Edna C	Middletown
Stevens Philinda	East Canaan
Stewart Burchia E	Danbury
Stoddard Clara M	Brookfield Center
Swenson Ellen Helen	Putnam
Thayer Marjorie Howard	Durham
Thorne Olga Ellen	Winsted
Tucker Bernece	North Windham
Vienot Catherine C	Unionville
Vincent Viola	Westport
Warner Musa	Hadlyme
Weiant Ruth E	Bloomfield
White Agnes C	Woodstock
Whitman Adabelle	Putnam
Whitney Olive A	Putnam
Williams Eleanor L	Putnam
Young Dorothy G	Danbury

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HIGH SCHOOL SECTION

Ackley Luna M	Bristol
Barnum Florence S	Danbury
Bissell Marjorie	Danbury
Brennan Nonie	Moriah N Y
Brotherton Josephine H	Bethel
Downs Doris S	Danbury
Drennan Agnes G	Middletown
Dyer Mrs Betty A	Wallingford
Campbell Grace M	Middletown
Gallagher Grace	Danbury
Green Dulce	Hartford
Green Rudolph	Hartford
Judd Katharine Linsly	Wallingford
Montgomery Mildred C	Griswold
O'Connor Mary	Branford
Perkins Margaret W	Danbury
Ritchie Janie Kathleen	Mill Plain

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SUPERVISION SECTION

name	town
Allen D C	Montowese
Bliss Wm H	Willimantic
Brown Raymond N	
Chance L K	Watertown
Chapman H B	Hartford
Chittenden Harold E.	Canaan
Clapp Frank W	Willimantic
Clement Frank H P	Jewett City
Clough Herbert O	West Hartford
Connolly James F	Middletown
Dakin W S	Hartford
Dows Joseph Wm	New Haven
Dunfield I Burten	Torrington
Foote Robert E	Chester
Garrison L T	Willimantic
Green D A	Norwalk
Harrington F E	Putnam
Hickson Leo T	Newtown
Hine Charles D	Hartford
Ireland E Ward	Hartford
Jeffords H Morton	Waterbury
Johnson Arthur C Jr	Portland
Libby H S	Colchester
Light N Searle	Hartford
Lord A B	Willimantic
Lowell O E	Norwich
Lund Russell F	Glastonbury
McLean J B	Simsbury
Mandrey W H	Warehouse Point
Mayhew Alfred F	Wallingford
Maynard Albert Thomas	Ridgefield
Meador J L	New Milford
Mills Lewis S	Plainville
Morris Frank A	Danbury
Perry Stephen K	Hartford Vt
Shearer Fred W	Norwich

name	town
Simpson A D	Winsted
Smith Eldridge	Ballston Spa N Y
Small Ernest W	Thomaston
Tabor Aubrey W	Washington
Teague William M	North Canaan
Vogel George J	Torrington
Warner C L	Salisbury
Westbrook C H	West Cornwall
Wheeler Carlton E	New London
Young Arthur L	Branford

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LIBRARY SECTION

Bridgeman Elizabeth M	Farmington
Campbell Mrs Margaret	Danbury
Conniff Kathlene	Danbury
Cooper Marion K	Oakville
Coulter Frances R (Mrs)	Bethel
Dunham Ruth	Danbury
George Marilla B	Sandy Hook
Nolan Agnes	Waterbury
Preble Helen I	Branford
Reynolds Vega	Branford
Sheffield Anna D	Saybrook
Spencer Madeline H	Suffield
Stannard Lynda H	Westbrook
Sweet Myra Cone	Moodus
Van de Bogart Ruth B	Cheshire
Watrous Alice E	Middlefield

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EVENING SCHOOL SECTION

Beach Marie Scott	Danbury
Cady Mary E	Hartford
Curran Elizabeth M	Hartford
Comstock Cornelia A	Meriden
Hickey Teresa Helen	Burnside
Harris Alice M	Plainville

name	town
Harris Edna M	Meriden
Horning A K	Danbury
Hurd Frances A	South Norwalk
Lum May Josephine	New Haven
McCarthy Evelyn	Danbury
McCarthy Julia L	Danbury
Morris Elizabeth Woodbridge (Mrs Chas G)	New Haven
Murphy Josephine	Danbury
Popolizio Marie S	New Haven
Potter Franc E	West Hartford
Rozelle Lida A	Terryville
Sammis Edward A	Stamford
Scollin Anna E	Danbury
Sponheimer Mary Agnes	Ansonia
Torraca Jessie Kathryn	Danbury
Woodruff Gertrude A	New Britain

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SUMMER SCHOOL REGISTRATION

Elementary teachers' department . . .	175
Evening school	22
High school	17
Library	16
Normal school	22
Supervision	46
Instructors	46
	<hr/>
	344

SUMMARY

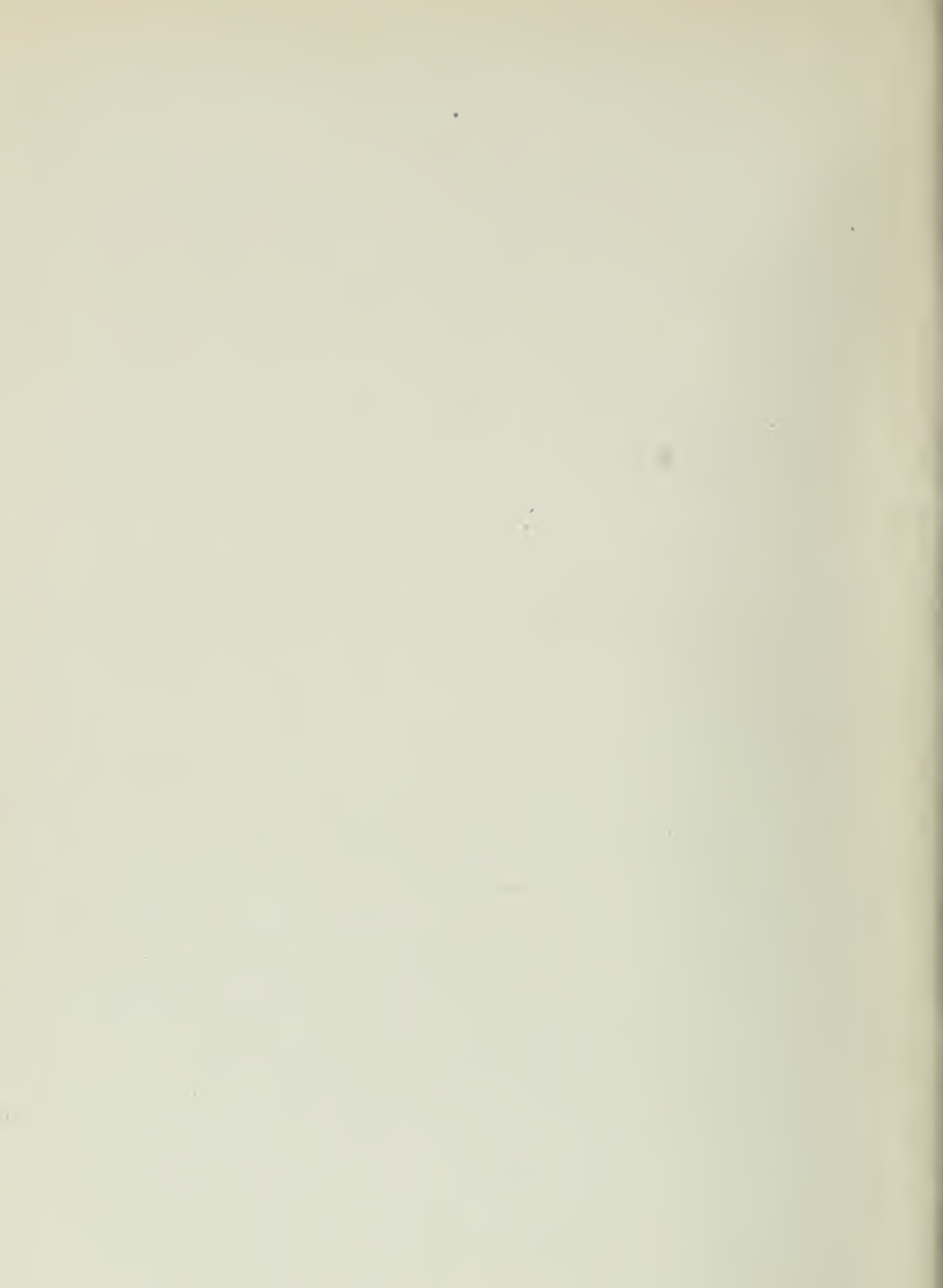
Graduates	91
Seniors	38
Juniors	48
Children in training schools	937
Children in kindergarten	40
Summer school	344

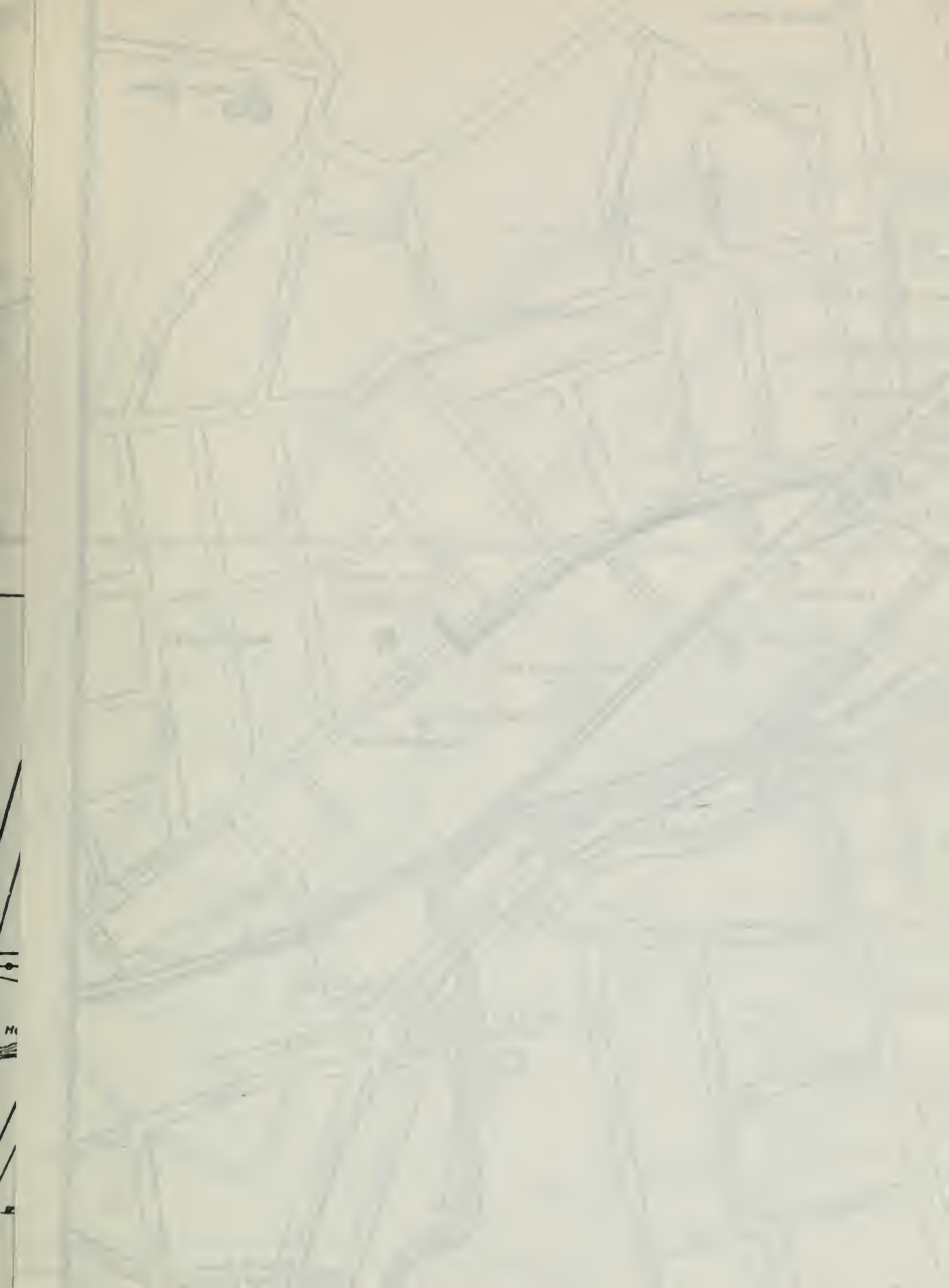


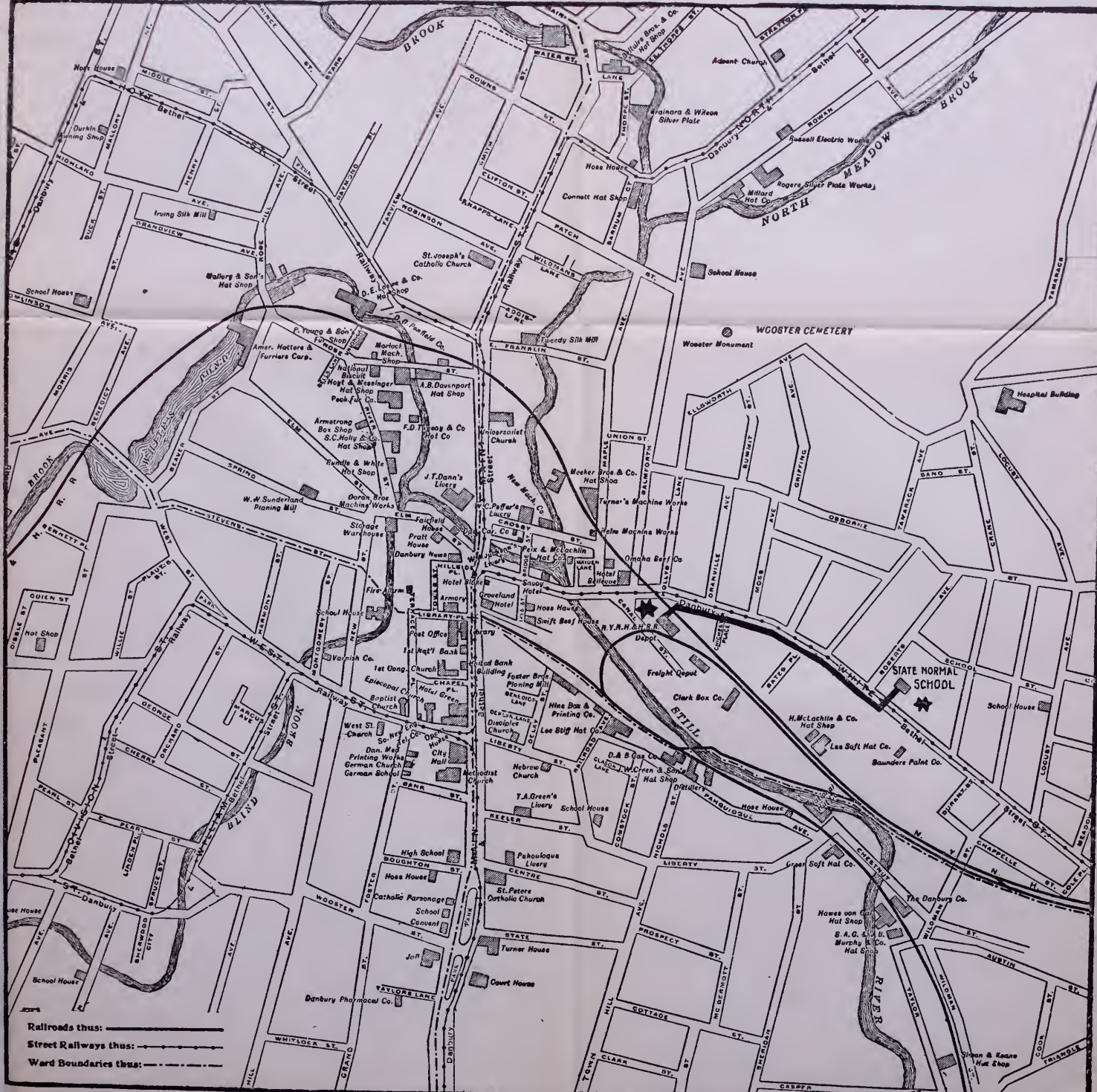
FOLK DANCING



RURAL TRAINING SCHOOL; MIRY BROOK







Railroads thus: ————
Street Railways thus: —●—●—
Ward Boundaries thus: - - - -

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